

Le Roy CENTRAL SCHOOL DISTRICT

PROFESSIONAL DEVELOPMENT PLAN



Revised for
2018-19

Le Roy Central School District
Le Roy, New York 14482

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Introduction

Never before has there been a greater recognition of the importance of professional development for teachers. Every proposal to reform, restructure, or transform schools emphasizes professional development as the primary vehicle in efforts to bring about needed change. (Thomas Guskey)

'High quality' professional development is intended to enhance the teaching and learning capacities of teachers in order to increase their abilities to assist all students in reaching higher academic achievement. In addition, it is to improve the quality of the teaching and learning experiences by ensuring that teachers remain current with their profession. It is intended to promote continuous inquiry and improvement embedded in daily instruction. It encourages a high level of personal, student-centered, instructional conversation that grows out of work undertaken in the classroom. Professional development allows us as educators to interact with one another in responsive, reflective and respectful ways, with opportunities for collaboration facilitated by building teams and district leaders.

The Le Roy Central School District's professional development plan is based on the belief that learning is not simply an act of students alone, but is also a responsibility of faculty and staff. Current professional development best practices reflect the need to develop programs that are ongoing in nature, grounded in research, collaborative, and aligned to both New York State Standards as well as individual needs. To meet this need, high quality professional development opportunities must be made available to improve continuing educational practices found in today's classroom.

The professional development plan addresses how those opportunities will be made available to instructional staff members as well as proposes the notion that in order to build effective capacity, professional development opportunities should be made available to ALL members of an organization. As we build entire responsibility for learning by all adults, it will be the goal that every individual in the district receives, benefits from, and implements professional learning opportunities.

Professional Development Plan Mission Statement

The mission of professional development in Le Roy is to promote and enhance professional excellence for the members of the educational community through a variety of opportunities designed to empower all learners to succeed.

Guiding Goals and Criteria for Effective Professional Development

The Professional Development Plan integrates the following professional goals and criteria from New York State's Professional Development Standards at: <http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>

New York State Requirements:

- Commissioner's Regulation 80-3.6 (b)(1) requires that Professional certificate holders and Teaching Assistant III certificate holders complete professional development every five years (175 hours for teachers and school leaders and 75 hours for TA IIIs) in order to maintain their certification.
- Commissioner's Regulation 100.2(dd) Professional Development requires each district and BOCES to collaboratively develop a plan for professional development that is annually revised and approved by its board of education.

Ensuring Consistent High Quality Professional Development Leading to Increased Student Achievement

New York State's Professional Development Standards provide a blueprint for high-quality professional development for all educators to improve instruction and student achievement. These standards promote and sustain continuous development, growth, and examination of practice. They also provide clearly defined expectations and commitment to change. They are aligned with New York State Learning Standards and are based on an analysis and adaptation of the National Staff Development Council's Standards for Staff Development as well as other national, state, and professional standards. The New York State Professional Development Standards are based on fundamental knowledge about contextual factors from converging research about effective professional development and its ultimate impact on student learning. Attributes of effective professional development include the following:

- Effective professional development fosters a culture of continuous improvement for all engaged in the learning endeavor. Practices address the needs of professionals throughout their careers and embrace other stakeholders as participants in learning. Activities are evaluated both for effectiveness and impact on student learning.
- Effective professional development is that which improves the learning of all students, including those with different educational needs, learning styles, and incremental abilities, and those from diverse cultural and linguistic backgrounds.
- Professional development is most effective when there are clear research-based expectations for what teachers should know and be able to do to support student learning. These expectations are reflected in the New York State Code of Ethics for Educators, district Professional Development Plans, Annual Professional Performance Reviews, and Commissioner's Regulations related to teacher preparation and certification. They are also enumerated and reflected in collective bargaining agreements, job descriptions and assignments, performance appraisal systems, systems of rewards and incentives for teachers, and in the design and content of teacher professional development.
- Professional development is most effective when it takes place in professional learning communities. These

learning communities might take various forms, but they are all characterized by ongoing learning. They encourage individual and collaborative exploration, practice, and reflection. They foster collegiality and problem solving, and they emphasize continuous improvement in classrooms and schools.

- Professional development is most effective when there is collaborative leadership and shared responsibility for improving teaching and learning. Collaborative leadership for professional development recognizes that the pursuit of excellence is never-ending and embraces the individual and collective goals and talents of teachers, paraprofessionals, parents, school administrators, school boards, district and state staff, institutions of higher education, unions, and other stakeholders.
- Professional development is most effective when it is job embedded, directly relevant to classroom practice, provided over time, and when it provides opportunity for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice.
- Professional development is most effective when adequate resources are provided. Resources include money, people, and time. Resources necessarily come from a variety of sources, and must be sufficiently sustained over time to insure the full impact of professional development. Resources are adequate when they ensure that all educators can study, practice, reflect, receive feedback on practice, and implement knowledge and skills necessary to be effective with their students and others.

New York State Standards for Teaching

Purpose: The New York State Education Department (SED) has recommended that these Standards for teaching be used as guidelines for professional development plans. According to SED, “New York must clearly identify the knowledge and skills a teacher must have to meet the learning needs of students. These teacher standards will help shape our teacher education programs and guide preparation of teacher certification examinations.”

1. Knowledge of Students and Student Learning:
 - a. Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
2. Knowledge of Content and Instructional Planning:
 - a. Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.
3. Instructional Practice:
 - a. Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.
4. Learning Environment:
 - a. Teachers work with all students to create a dynamic learning environment that supports achievement and growth.
5. Assessment for Student Learning:
 - a. Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.
6. Professional Responsibilities and Collaboration:
 - a. Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.
7. Professional Growth:
 - a. Teachers set informed goals and strive for continuous professional growth.

Rationale: As a first step in setting standards for teachers, the Regents reviewed the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC), of which New York State is a member, and the standards and

principles developed by others, including the National Board for Professional Teaching Standards (NBPTS). The standards proposed parallel these nationwide efforts and will serve to support achievement of the New York State student learning standards. These teacher standards, therefore, should be the basis for developing standards for the approval of teacher education programs, more detailed requirements for specific teaching certificates, and guidelines for professional development. (2011,SED)

New York State Ten Standards for High Quality Professional Development

In a commitment to raising the knowledge, skills, and opportunity of its citizens, New York State seeks to enhance students' cognitive, social, emotional and academic achievement throughout its schools. Given that research indicates that teacher quality is the single most powerful influence on student achievement, it is essential to ensure that teachers are provided with ongoing, high quality professional development to sustain and enhance their practice. Indeed, teacher professional development is an essential element of comprehensive school improvement. The professional development needs of other members of school community, including administrators and support personnel, must also be addressed to ensure a focus on continuous learning and to create the conditions necessary for closing the achievement gap and improving the achievement of all students. These standards provide guidance for achieving high quality professional development planning, design, delivery and assessment, and should serve as a foundation for all professional development in our schools. (SED, 2009)

1. **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
8. **Data-driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Le Roy Central School District Professional Development Policy

Policy #6160 SUBJECT: PROFESSIONAL GROWTH/STAFF DEVELOPMENT

It is the policy of the District that attention be given to in-service, pre-service, and other staff development programs which are believed to be of benefit to the School District and its students. The Superintendent, in consultation with the appropriate administrative staff and/or teacher committees, is directed to arrange in-service programs and other staff development opportunities which will provide for the selection of subjects pertinent to the curriculum in the schools, to build from these subjects those topics or courses for in-service or staff development which will help employees acquire new methods of performing their job responsibilities or help staff improve on those techniques which are already being used in the schools, with the objective of improving professional competencies.

It is recommended that administration develop meaningful in-service and/or staff development programs which will achieve the following:

- A. Contribute to the instructional program of the schools;
- B. Contribute to improved education for students;
- C. Achieve state mandates; and
- D. Enhance the professional competencies and/or instructional abilities of staff members.

The Board of Education, therefore, encourages all employees to improve their competencies beyond that which they may obtain through the regular performance of their assigned duties. Opportunities should be provided for:

- A. Planned in-service programs, courses, seminars, and workshops offered both within the School System and outside the District.
- B. Visits to other classrooms and schools, as well as attendance at professional meetings, for the purpose of improving instruction and/or educational services.
- C. Orientation/reorientation of staff members to program and/or organizational changes as well as District expectations.

Attendance at such professional development programs must be directly linked to the duties and responsibilities comprising the job description of the employee. Consequently, employees are encouraged to participate in the planning of staff development programs designed to meet their specific needs.

Members of the staff are also encouraged to continue their formal education as well as to attend their respective work-related workshops, conferences and meetings.

Funds for participating at such conferences, conventions, and other similar professional development programs will be budgeted for by the Board of Education on an annual basis. Reimbursement to District staff for all actual and necessary registration fees, expenses of travel, meals and lodging, and all necessary tuition fees incurred in connection with attendance at conferences and the like will be in accordance with established regulations for conference attendance and expense reimbursement.

The Superintendent of Schools or his/her designee has authority to approve release time and expenses for staff members' attendance at professional training conferences, study councils, in-service courses, workshops, summer study grants, school visitations, professional organizations and the like within budgetary constraints.

A conference request form/course approval form must be submitted by the employee and approved by the designated administrator prior to the employee's attendance at such conference or other professional development program.

Mentoring Programs for First Year Teachers

First year teachers must participate in a mentoring program as a component of the School District's Professional

Development Plan. The purpose of the mentoring program is to increase the retention of new teachers and improve their ability to assist students in attaining State learning standards. The mentor's role is to provide guidance and support to a new teacher. However, additional mentor responsibilities may be negotiated and reflected in a collective bargaining agreement.

Education Law Sections 1604(27), 3004 and 3006

General Municipal Law Sections 77-b and 77-c

8 NYCRR Sections 52.21(b)(3)(xvi), 52.21(b)(3)(xvii), 80-3.4(b)(2), 80-5.13, 80-5.14 and 100.2(dd)

Desired Outcomes

The Le Roy Central School District aims to provide professional development, intended to enhance teachers' knowledge and/or skills to increase student achievement. Professional development programs are individualized, ongoing, instructionally related and develop results that are observable and measurable. The district and faculty are partners in the ongoing process of professional growth for all. The process of staff development will include ALL members of the organization within the Le Roy Central School District.

Our Vision

Le Roy Central School District is a world class community of learners who exceed core local, state, national and international standards.

Our Mission

The mission of the Le Roy Central School District is to provide an exceptional, high quality educational environment where all learners are empowered to succeed.

Our Beliefs

As a district, we believe in:

- an inclusive, safe and healthy learning environment
- the value of each student and staff member
- strong ties with families and community
- high expectations
- the importance of continuous improvement
- a full range of educational opportunities
- taking pride in our schools, district and community
- people who are engaged in and challenged by suitable, rigorous academic work that prepares them for success each day and in the future
- people who are self-reflective, and exhibit a sense of leadership, responsibility, collaboration, tolerance, Cooperation, and caring
- independent, effective decision makers
- the development of unique individual talents
- inspiring a lifelong love of learning and a sense of inquisitiveness
- work that is meaningful, relevant, requires a strong ability to obtain, process, and produce information, and incorporates 21st Century skills.
- creating and adopting fiscally responsible school budgets that reflect the district mission and adequately address program and student need.

All professional development is in service to our students who are expected to graduate from our district as empowered learners who exhibit the following indicators:

Accountable, Responsible, Effective Communicators, Community-minded, Critical Thinkers, and Able to Persevere and Embrace Diversity.

District Strategic Plan Objectives for Le Roy Central Schools

Purpose: The Professional Development Plan should support staff to meet the District Strategic Plan Goals and Objectives and these objectives are noted by each Professional Development Plan goal.

Academic	Cultural	Leadership	Organizational
<p>Ensure all students are college and career ready.</p> <ul style="list-style-type: none"> ● Deliver rigorous and relevant academic work to challenge all learners ● Set high expectations for all students ● Provide all students with a wide range of educational opportunities ● Engage in continuous improvement 	<p>Create a unified school culture that promotes learning and exhibits positive staff, student and community relationships.</p> <ul style="list-style-type: none"> ● Inspire love of lifelong learning ● Nurture inquiry and risk-taking ● Value diversity ● Embrace strong ties with community ● Maintain pride in our school and community culture 	<p>Ensure that all members of the school community continuously strive to reach their maximum (leadership) potential.</p> <ul style="list-style-type: none"> ● Be collaborative, cooperative and caring ● Engage in transparent problem solving ● Communicate effectively ● Align values, beliefs and actions 	<p>Ensure a safe and healthy 21st century learning environment while being fiscally responsible to the community.</p> <ul style="list-style-type: none"> ● Maximize use of resources ● Engage in effective budget planning and development ● Maintain fiscal responsibility ● Provide an inclusive, safe, and healthy environment

Measuring Our Success: 6 Benchmarks

Six district Benchmarks have been established to measure student progress. Specific performance targets are set annually. These targets guide school and department action plans to improve student achievement.

1. Grade 3: Reading at proficient and advanced levels
2. Grades 3-8 ELA and Math: Increase students' individual performance on 3-8 ELA and Math
3. Grade 9: 85% of students achieve 2 regents credits
4. Grade 11: 80% of students achieve aspirational measures on ELA and Math
5. Graduation: 100% of students complete a job shadow; 100% of students graduate
6. Citizenship: 100% of students participate in community service; exhibit citizenship, character, and community service.

Through our collaborative work the team has also identified the following Instructional Focus Areas:

LEARNING TARGETS

- Learning target is derived from prioritizing standards and posted in student friendly language
- Shared with students and revisited throughout the lesson
- Linked to a strong performance of understanding and explanation of criteria for success
- Students show they understand the learning target through their interactions with classmates, the content and the teacher

STUDENT-CENTERED INSTRUCTION

- Students are full-fledged learning partners demonstrating ownership of their learning
- Teacher facilitates, but student voice is a constant in the classroom
- Student choice is evident
- High, rigorous expectations for all students

DATA DRIVEN INSTRUCTION

- Using classroom data to make instructional decisions
- Utilizing multiple measures of learning
- Flexible groupings of students
- Using PLC feedback to differentiate instruction for all students

HIGH-LEVEL QUESTIONING

- Questioning is pre-planned and aligned with learning target
- Questions spiral to provoke thinking and inquiry
- Questioning is explicit and direct
- Student-led questioning

FORMATIVE ASSESSMENT

- Learning targets are standard based and assess student understanding
- A variety of assessments are fully integrated into daily instruction
- Feedback is fair, accurate, specific, and timely

The Shared Decision Committee and the Instruction Committee identified the following areas of priority for focus in the district as we move ahead: Instructional Technology Implementation, Student Centered Instruction, Response to Intervention, and Parent Involvement.

Buildings will develop annual action plans to address these areas.

CTLE Professional Development Requirements

The Board of Regents, at its March 2016 meeting adopted a new Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

These new Registration and CTLE requirements **do not** apply to holders of Continuing Teaching Assistant certificates and Pupil Personnel Services (PPS) certificates such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers. For more info go to the [CTLE page on NYSED](#)

The Le Roy Central School District Professional Development Plan is designed to provide quality opportunities for teachers and Level III certified teaching assistants to complete their required professional development hours.

Teachers and teaching assistants are expected to participate in scheduled District conference days. Attendance is taken at each conference day and follow up surveys are opportunities to gauge reflective feedback regarding the impact of the work.

Additionally, all members of the faculty and staff are encouraged to participate in professional development opportunities that support their professional growth. It is the goal to appeal to their professional interests while also improving student achievement through increasing instructional capacity. Such opportunities will be designed based on student data, professional learning data, and sound educational research in order to support district goals. Several opportunities exist for these opportunities such as but not limited to:

District	Building (s)	Individual
<ul style="list-style-type: none"> • District professional development sessions • Instructional Tech Coach 1:1 sessions • Independent Study/self-paced/book clubs • Action research • PLCs • Mini-release work time • Other in district workshops, trainings • Facilitation of district PD sessions • Curriculum development • Autism Team PD offerings • Mentoring • New Teacher Orientation • Summer Curriculum Work • BOCES Workshops • New Teacher Orientation • Summer Curriculum Work • BOCES Workshops • District level committees • Technology • CPR Training • Other opportunities as appropriate 	<ul style="list-style-type: none"> • Grade level, department and faculty meetings • Building committees • PLCs • State assessment training, e.g. ELA/Math/Science, Common Core Exams • Team planning • Interdisciplinary planning • Released time • in-school programs • Collaborative planning • PLCs • Classroom walkthroughs • Grade level "roving ELA meetings" • Other opportunities as appropriate 	<ul style="list-style-type: none"> • Institutes of higher education academic coursework • Observation of colleagues (exemplars) • Visitations to other schools • Regional, state or national conferences / workshops / trainings • BOCES workshops and initiatives • Presentation at a conference, workshop, etc. • Reflection on practice • Evaluating educational materials • Shadowing students • Other opportunities as appropriate

The content of the Le Roy Central School District's professional development plan is being supported in part by the BOCES, RIC, RBERN, RSE-TASC, Teacher Centers and approved consultants.

School Improvement can assist you in developing quality professional development plans with individual districts.

PD Needs/Data Analysis

The Le Roy CSD currently provides many professional development opportunities for district faculty and staff. Each year, topics to be addressed and implemented are determined through analysis of several data points and measures. The following sources have been used in the development of professional development for staff. Use and analysis of this data by building administrators and teachers ensures that the plan is aligned with New York learning standards and assessments, student needs, and that it is articulated with and across grade levels.

- School Report Card
- Instruction Plans
- Surveys regarding Staff Development reactions/needs
- Student attendance rates
- Student Work Samples (LASW) Looking at Student Work
- Enrollment
- Drop-out rates
- Special Populations, Limited English Proficient, Individuals with Disabilities, Homeless
- Student and community ethnicity data
- Sources of district revenue
- Special designation schools, Title I
- State benchmarks for student performance
- Technology Integration
- Dialogue with administrators, curriculum facilitators, students, and teachers
- NYS English Language Arts results for grades 3-8
- NYS mathematics results for grades 3-8
- Regents exam passing rates
- Regents diploma rates
- Suspension rates
- Two-year and four-year college attendance
- Student Academic Achievement
- Student Growth
- Academic Progress
- Graduation Rates
- English Language Proficiency
- Chronic Absenteeism
- College, Career, and Civic Readiness

Recording Professional Development

Professional Development can be recorded and tracked using My Learning Plan, an online professional development electronic portfolio system. Using this system, staff members are afforded the opportunity to log in, set individual goals, record attendance at workshops and trainings, and record reflections of learning progress. Administratively, reports can be generated which allow district staff to view overall staff response and training efforts. The system also allows for cataloging and workshop registration and post workshop surveying.

It will be the expectation that any teacher who holds a Professional Certificate be required to track hours of professional development using My Learning Plan.

Evaluation of Plan /Impact on Student Learning

Each year the plan will be revisited to ensure progress towards meeting student achievement goals, congruency with state regulations as well as the needs of district faculty. This will be accomplished through analysis of post staff development day surveys, district/state assessment data, and input from all staff members.

To fully identify the impact of professional development on student learning, the gathering of student work samples and assessment data is essential. Through discussion in data meetings, and the implementation of technology in the classroom, we seek to gather as much student data as necessary to identify the impact on learning outcomes.

Le Roy Central School District Mentoring Program

The mentoring program at Le Roy Central School District is established and seeks to provide ongoing support for all first year teachers, new to the district, regardless of their backgrounds or teaching experiences. They are provided with a mentor that is chosen by the administrative team. Mentors are usually, but not always tenured teachers who have undergone training in mentoring procedures either regionally, locally, or both. Mentors are paired with mentees by the administrative team. Matches are made based upon grade level/department similarities, if possible. If that match is not possible, we then seek to provide a suitable match outside of those parameters to become a mentor.

The Le Roy Central School District believes that teaching is a continual process; therefore, the district aims to provide a program through which teachers in their first year to Le Roy (new teachers or teachers new to the district) can receive professional support from their more experienced peers. In order to help prepare and retain quality teachers, the Le Roy Central School District seeks to establish a mentoring program, which will:

Give teachers a sense of establishing professional self-awareness.

- Acquaint new teachers with district building policies and procedures.
- Provide support in a non-judgmental environment.
- Provide samples/models for day-to-day management and instructional techniques.
- Encourage professional practice aligned with professional standards for teaching and learning.

The mentor will receive compensation as per the LTA Contract. The Le Roy Central School mentoring program adheres strictly to the growth and support of new teachers, and not as a mechanism to evaluate teacher performance.

Formal Mentoring Procedures and Guidelines

All teachers who are in their first year in a given teaching assignment in the District must be placed in a formal mentoring situation for their first year of employment in the District.

1. With formal mentoring, the mentee is provided all of the support and assistance defined in the Mentor's Job Description. A teacher will be assigned only one (1) mentee in the formal mentoring program.
2. The mentor will refer to the Mentoring Checklist (included with this document) and use it as a guide for structured mentoring. However, mentors may, by needs determined in the relationship make accommodations and modifications as necessary.
3. The mentor and mentee will maintain open communication.
4. The mentor and mentee are required to use MLP (My Learning Plan) to document and track conversations had and use these conversations to steer future networking opportunities.
5. The mentor and mentee are encouraged to visit each other's classrooms for collaboration.

Mentee Job Description

The mentee should:

- Be open to suggestions and feedback.
- Be willing to ask questions and seek help when needed.
- The mentee (alone or in conjunction with their mentor) may want to keep a record of contacts including questions, suggestions, and results of lessons (open-ended written communication) for their own professional development.
- Self-evaluate agreed upon lessons.
- Be willing to seek help early on
- Make a personal commitment to the mentoring program.
- Participate in suggested training.
- Maintain professional confidentiality of both written and spoken communications.
- Seek help from other staff members when appropriate.
- Consider implementing suggestions made by the mentor into classroom practices.

Mentor Job Description

The mentor is to be of assistance to the mentee. In no way should his/her job be considered that of an evaluator. Confidentiality is to be maintained between the mentor and mentee at all times. Both parties must agree to call in a third party if deemed necessary. The Mentor job includes, but is not limited to, the following:

- Share information with the mentee related to school and district procedures, guidelines, policies and expectations (to include responsibility sheets, observation tips, parent meeting information, etc.).
- Link the mentee to appropriate resources, both human and material.
- Share teaching strategies and information about the instructional process.
- Share ideas and strategies for interacting positively with parents and documenting all parental contacts.
- Offer support through listening and sharing.
- Give guidance related to discipline, scheduling, planning, and organizing.
Assist the mentee in arranging, organizing, and analyzing the physical setting of the classroom.
- Counsel the mentee when day-to-day frustrations arise.
- Allow the mentee to observe the mentor and discuss the lessons afterward.
- Observe the mentee teaching lessons, collecting data during the observation and sharing and discussing it with the mentee for non-evaluative purposes. Participate in approved training workshops.
- Promote self-observation and analysis in the mentee.
- Assist the mentee in setting and meeting realistic goals and re-evaluating these goals as necessary. Meet with and record mentoring activities in a mentor log.
- Maintain confidentiality.
- The mentor is not to be a part of the evaluation process of the non-tenured teacher.

Becoming a Mentor - Procedures and Guidelines

1. Intent for the mentor position will be made available through the main office of each building in the district. Intent to be a district mentor is made on the extra-curricular forms that are submitted to building principals at the end of April.
2. The Mentor Selection Committee will be made up of the following participants: the Director of Instruction, the building administrative team, and collaboration with the union president.
3. Applicants will be chosen for participation in the program based on the following criteria:
 - Positive and enthusiastic about teaching.
 - Knowledgeable in content area, teaching methodology, and instructional techniques.
 - Willing to share materials and ideas.
 - Mastery of pedagogical skills.
 - Committed to professional growth.
 - Leadership qualities.
 - Organizational skills.
 - Positive attitude toward professional growth.
 - Strong in interpersonal skills.
 - Aware of the importance of confidentiality.
4. Individuals chosen to be mentors are required to be trained in the purpose of mentoring, the qualities of being an effective mentor, the roles and responsibilities of being a mentor, and building/maintaining the mentor-mentee relationship. That training is to be provided by the District (or in congruence with BOCES). Ongoing training for mentors will be conducted by the administrative team, with input provided by mentors throughout the school year on an ongoing basis.

Le Roy Central School District CTLE Vendor List

Company/ Organization	Contact(s) Name	Focus (Content Area)	Website/Contact Information	Physical Address
eDoctrina	Leah Chase	eDoctrina, a multi-purpose curriculum mapping and assessment data software warehouse.	www.edoctrina.org	317 Vulcan Street, Buffalo, NY 14207
MyLearningPlan		MyLearningPlan is a state-of-the-art, integrated online systems that enable educators to easily plan, manage, evaluate, and report on all forms of professional learning and all components of the processes for educator evaluation and appraisal.	https://login.frontlineeducation.com	8586 Potter Park Drive, Sarasota, FL 34238

<p>Genesee Valley Educational Partnership (GVEP)</p>	<p>Julie Donlon Patrick Whipple Sarah Callahan</p>	<p>Genesee Valley Educational Partnership School Improvement Team encompasses a range of areas including provision and analysis of data, planning, assessment, curriculum, and instruction in the Genesee Valley Region. All services are in compliance with state regulations and are aligned to New York State Common Core Standards.</p>	<p>www.gvboces.org</p>	<p>80 Munson Street, Le Roy, NY 14482</p>
<p>Monroe #1 BOCES</p>		<p>Monroe #1 supports instruction through targeted professional development workshops, coaching, co-planning, co-teaching, shared instructional specialist, regional projects, onsite workshops , and shared services.</p>	<p>www.monroe.edu/</p>	<p>41 O'Connor Road, Fairport, NY 14450</p>
<p>Monroe 2 – Orleans BOCES</p>		<p>Monroe 2-Orleans BOCES Office of CIPD works directly with component school</p>	<p>www.monroe2boces.org</p>	<p>3599 Big Ridge Road, Spencerport, NY</p>

		<p>districts to develop offerings that align to the NYS Department of Education's Reform Agenda and district initiatives. In partnership Monroe 2 supports state and district reforms by contracting with nationally recognized authors and presenters to provide workshops and provide follow-up sessions and coaching to assist with implementation.</p>		14559
EduTech		<p>EduTech provides quality leadership, support, and services in technology.</p>	<p>http://www.edutech.org/</p>	<p>131 Drumlin Court, Newark, NY 14513</p>

College Collaboration Letter



Le Roy Central School District

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Merritt Holly, Superintendent of Schools
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Robert Blake, Director of Instruction,
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July 2017

Dr. Sue Robb
Dept. of Education and Human Development
The College at Brockport
350 New Campus Drive
Brockport, NY 14420

Dr. Sue Robb,

We are reaching out to you regarding the Smart Schools Bond Act, which was passed in the 2014-15 Enacted State Budget. The Smart Schools Bond Act authorized the issuance of \$2.0 billion of general obligation bonds to finance improved educational technology and infrastructure to improve learning and opportunity for students throughout the State.

As required by the Smart Schools Bond Act, we must develop a Professional Development Plan that ensures administrators, teachers, and staff are prepared to employ technology to enhance instruction successfully. We would like to share with you the Le Roy Central School District's three-year professional development plan included in the most recent Technology Plan Survey for 2015-2018, as approved by the New York State Education Department.

Included is our district's PD plan which outlines our mission, vision, and objectives for this work.

We are seeking your advice on innovative uses and best practices of pedagogy and educational technology that may facilitate the effective implementation of this Professional Development Plan and continuous professional growth for our teachers.

We thank you in advance for your time and effort. We welcome your advice and will greatly appreciate it.
Sincerely,

Robert Blake
Director of Instruction, Curriculum, & Technology
Le Roy Central Schools
585.638.5507
rblake@leroycsd.org

References:
NYSSED Smart Schools Bond Act Guidance
<http://www.p12.nysed.gov/>

The mission of the Le Roy Central School District is to provide an exceptional, high quality educational environment where all learners are empowered to succeed.